State Progress Toward the Eight Goals of the State Strategic Education Plan

Michigan State Board of Education Meeting
November 9, 2021

Michael F. Rice, Ph.D.
State Superintendent

Expectations

- Michigan's Top 10 Strategic Education Plan (approved by the State Board of Education in August 2020)
  - Focused direction
  - Clear and concise goals
  - Metrics indicating progress toward goals
  - The **state's** strategic education plan

- MDE is committed to providing regular updates on progress toward individual goals at SBE meetings.

Goals

1. Expand early childhood learning opportunities
2. Improve early literacy achievement
3. Improve the health, safety, and wellness of all learners
4. Expand secondary learning opportunities for all students
5. Increase the percentage of all students who graduate from high school
6. Increase the percentage of adults with a post-secondary credential
7. Increase the numbers of certified teachers in areas of shortage
8. Provide adequate and equitable school funding

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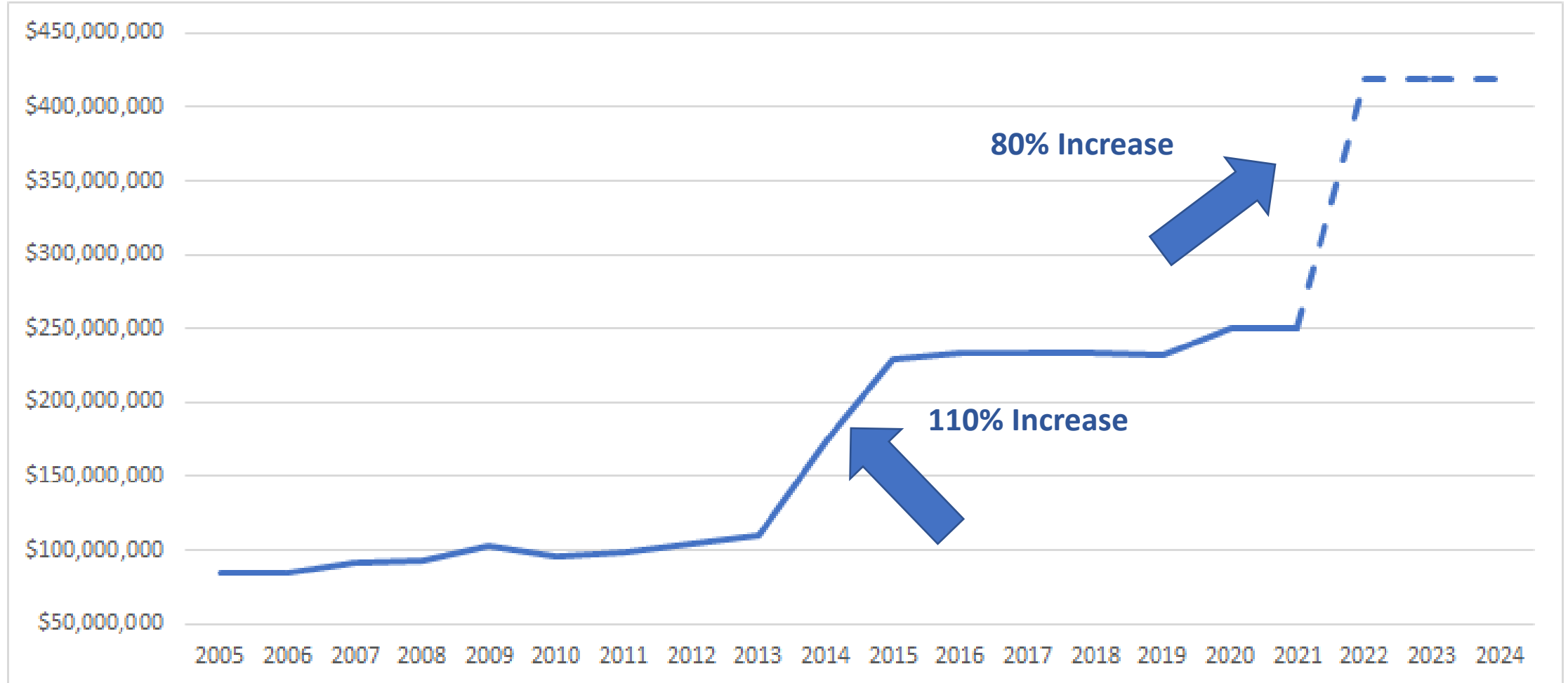8. Provide adequate and equitable school funding

National Institute for Early Education Research (NIEER), Rutgers Annual Yearbook Rating for State-funded Preschool Programs

NIEER Rated Metrics	2016	2017	2018	2019	2020
Number of NIEER State-funded Preschool National Quality Benchmarks Met (out of 10)	9	10	10	10	10
NIEER National Ranking for GSRP on Quality	3	3	1	1	1
Tied with (Number of States)	3	3	2	3	6
NIEER National Ranking for GSRP on Access	15	16	18	18	21
NIEER National Ranking for GSRP on Funding Level	15	12	14	14	14

Data Source: National Institute of Early Education Research: https://nieer.org//state-preschool-yearbooks

2021 data available in April 2022

Funded Slots with projections

46% Increase

97% Increase

(Chart showing Funded Slots from 2005 to 2024. Y-axis ranges from 20000 to 100000. X-axis shows years 2005–2024. The line rises from approximately 25000 in 2005 to around 32000 in 2013, jumps to approximately 63000 in 2015, remains relatively flat around 64000–66000 through 2021, then a dashed projection line rises to approximately 93000 by 2024.)
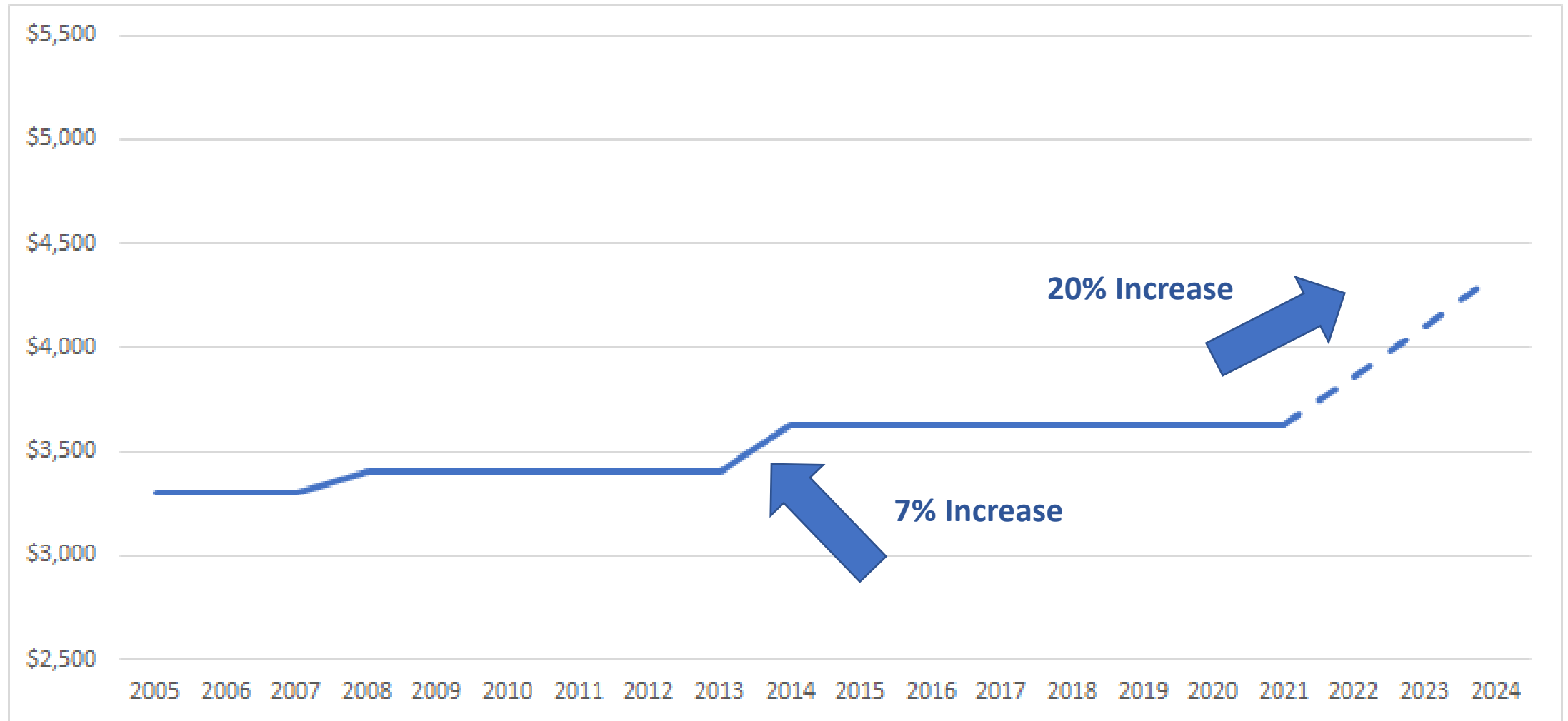
Number of GSRP Eligible Children Served with projections
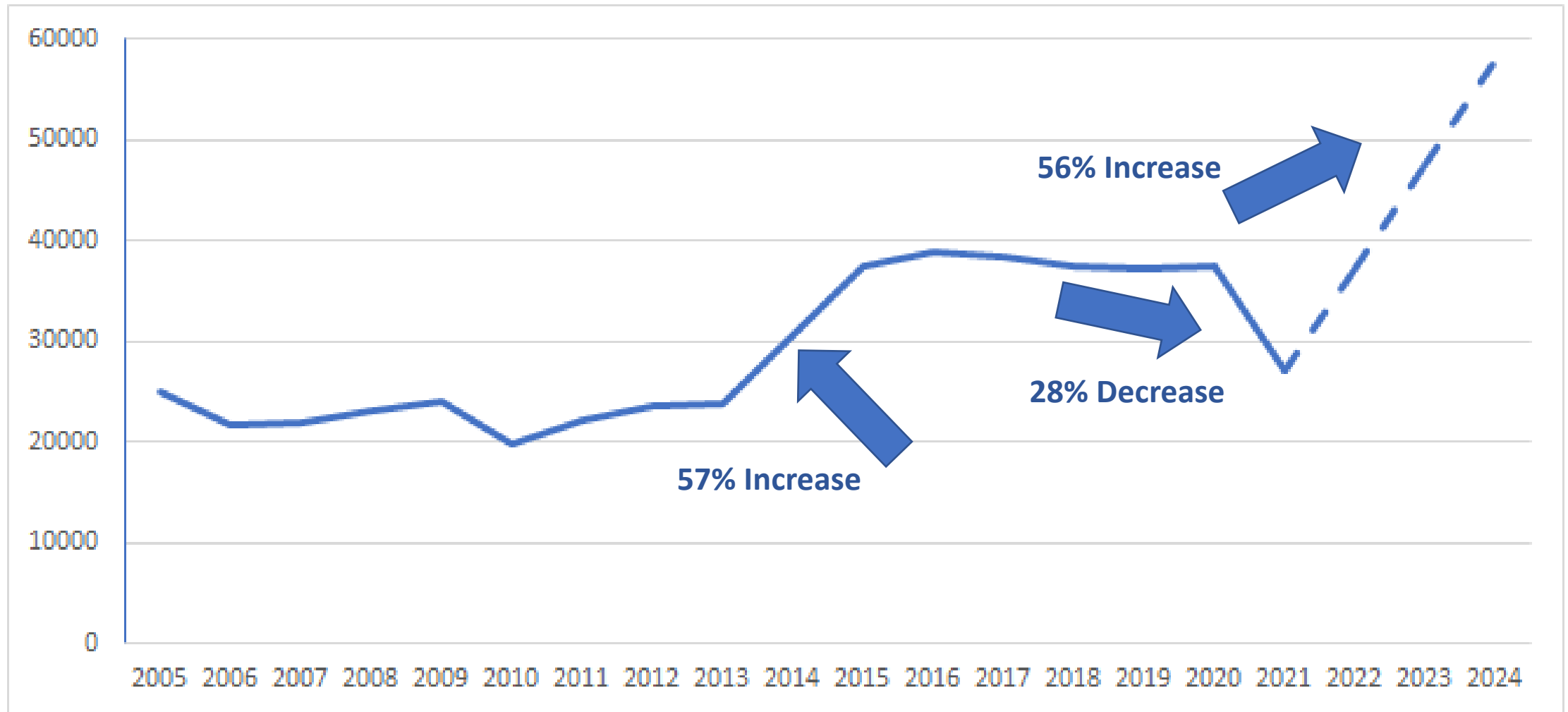
Half-day Per Pupil Funding with projections

Goal 1: Recap

- GSRP quality is tied for #1 in nation.

- GSRP access is rated #21 in nation.

- Michigan's GSRP received an increase of $168 million in federal pandemic relief and state funds in negotiations between the governor and legislature to allow for the expansion of pre-school to all <u>eligible</u> children over the next three years. There is a **rising bipartisan consciousness** of the importance of pre-school.

- Increases in the number of students funded and the amount per pupil will improve access and Michigan's access rank nationally.

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M-STEP percent proficient 3rd Grade ELA

	17-18	18-19	19-20	20-21	3-year Percentage Point (p.p.) change (17-18 to 20-21)	2-year Percentage Point (p.p.) change (18-19 to 20-21)
All Students	44.4%	45.1%	*	42.8%	-1.6 p.p.	-2.3 p.p.

* No state summative test administration per federal waiver

Data Source: MI School Data

M-STEP percent proficient 3rd Grade ELA

	17-18	18-19	19-20	20-21	3-year Percentage Point (p.p.) change (17-18 to 20-21)	2-year Percentage Point (p.p.) change (18-19 to 20-21)
Female	47.4%	48.3%	*	45.5%	-1.9 p.p.	-2.8 p.p.
Male	41.4%	42.0%	*	40.3%	-1.1 p.p.	-1.7 p.p.

* No state summative test administration per federal waiver

Data Source: MI School Data

New Data Included

M-STEP percent proficient - 3rd Grade ELA

	17-18	18-19	19-20	20-21	3-year percentage point (p.p.) change (17-18 to 20-21)	2-year percentage point (p.p.) change (18-19 to 20-21)
Asian	64.4%	64.6%	*	59.3%	-5.1 p.p.	-5.3 p.p.
Black or African American	19.2%	19.9%	*	15.4%	-3.8 p.p.	-4.5 p.p.
Hispanic or Latino	32.9%	34.1%	*	31.1%	-1.8 p.p.	-3.0 p.p.
Native American or Alaska Native	37.8%	33.9%	*	32.6%	-5.2 p.p.	-1.3 p.p.
Native Hawaiian or Other Pacific Islander	41.0%	48.5%	*	41.7%	0.7 p.p.	-6.8 p.p.
Two or More Races	42.2%	44.0%	*	37.7%	-4.5 p.p.	-6.3 p.p.
White	52.3%	53.1%	*	48.1%	-4.2 p.p.	-5.0 p.p.

* No state summative test administration per federal waiver
Data Source: MI School Data

New Data Included

M-STEP percent proficient - 3rd Grade ELA

	17-18	18-19	20-21	20-21	3-year percentage point (p.p.) change (17-18 to 20-21)	2-year percentage point (p.p.) change (18-19 to 20-21)
Students with Disabilities	19.2%	19.5%	*	17.5%	-1.7 p.p.	-2.0 p.p.
Students without Disabilities	47.6%	48.5%	*	46.4%	-1.2 p.p.	-2.1 p.p.
Economically Disadvantaged	30.3%	31.3%	*	27.6%	-2.7 p.p.	-3.7 p.p.
Not Economically Disadvantaged	62.6%	62.8%	*	58.8%	-3.8 p.p.	-4.0 p.p.
English Learners	33.2%	33.3%	*	26.7%	-6.5 p.p.	-6.6 p.p.
Non-English Learners	45.6%	46.4%	*	44.3%	-1.3 p.p.	-2.1 p.p.

* No state summative test administration per federal waiver
Data Source: MI School Data

New Data Included

NAEP percent proficient
4th Grade Reading

	14-15	15-16	16-17	17-18	18-19	4-year percentage point (p.p.) change
All Students	28.6%	*	31.8%	*	31.6%	3.0 p.p.
National Ranking	41	*	35	*	32	

* No testing conducted given 2-year cycle. NCES did not test in spring 2021 given concerns about longitudinal comparability.
Data Source: National Center for Education Statistics

Spring 2022 data anticipated in fall 2022

Goal 2: School District and Department Efforts to Boost Literacy

- Expansion of GSRP pre-school
- Diversity in Literature
  - Diverse classroom libraries
  - February 2021 conference (1,900 attendees) and 4-part virtual conference - Oct. 2021 to July 2022
- Language Essentials of Reading and Spelling (LETRS) Training Grant (Pre-K-3 teachers)
- Michigan Comprehensive Literacy State Development Grant: 5 High-Poverty Districts
- Dyslexia Guidance
- Literacy Essentials Professional Development
- Lower Class Sizes in Early Grades in Some Districts
- Parent Education and Family Literacy

Goal 2: Recap

- Pre-pandemic, almost every student group had made progress on M-STEP.

- Since the pandemic, there have been declines in reading across the state and nation.

- With additional time in class this year, students and staff should make additional progress. Much work remains to be done both academically and socioemotionally for our students and staff as we come out of this challenging period.

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Average daily student participation in school breakfast programs

15-16	16-17	17-18	18-19	19-20	20-21
384,535	383,949	380,551	383,844	398,464	363,181

Data Source: MDE

New Data Included

Percent of students who have on-track attendance

15-16	16-17	17-18*	18-19	19-20	20-21	4-year percentage point (p.p.) change
85.3%	84.4%	80.1%	80.3%	79.6%	80.1%	-5.7 p.p.

Prior to school year 17-18, a student was counted as absent only if they missed a full day of school. Beginning with 2017-18, that rule was changed to count students as absent if they miss more than 50% of the school day.

Data Source: MI School Data

New Data included

Percent of students who have been bullied on school property in the past 12 months

14-15	15-16	16-17	17-18	18-19	4-year percentage point (p.p.) change
25.6%	*	22.8%	*	21.4%	-4.2 p.p.

*Survey administered every other year

Data Source: Youth Risk Behavior Survey (YRBS) administered odd-numbered years; grades 9-12 only

20-21 data anticipated in August 2022

Percent of students who felt sad or hopeless almost every day for two weeks or more in a row during the past 12 months

14-15	15-16	16-17	17-18	18-19	4-year percentage point (p.p.) change
31.7%	*	37.3%	*	36.4%	4.7 p.p.

Percent of students who seriously considered attempting suicide during the past 12 months

14-15	15-16	16-17	17-18	18-19	4-year percentage point (p.p.) change
17.3%	*	21.3%	*	18.7%	1.4 p.p.

* Survey administered every other year

Data Source: YRBS administered odd-numbered years; grades 9-12 only

20-21 data anticipated in August 2022

Percent of students who were physically active for a total of at least 60 minutes per day on five or more of the past seven days

15-16	15-16	16-17	17-18	18-19	4-year percentage point (p.p.) change
46.0%	*	45.6%	*	44.7%	-1.3 p.p.

Percent of students who used tobacco products and/or electronic vapor products during the past 30 days

14-15	15-16	16-17	17-18	18-19	2-year percentage point (p.p.) change
N/A	*	22.8%	*	23.0%	0.2 p.p.

* Survey administered every other year

Data Source: YRBS administered odd-numbered years; grades 9-12 only

20-21 data anticipated in August 2022

Percent of children ages 0-17 years who were ever told by a doctor that they had asthma

14-15	15-16	16-17	17-18	18-19	4-year percentage point (p.p.) change
11.6%	12.5%	11.9%	12.5%	11.0%	-0.6 p.p.

Percent of children ages 0-17 years who currently have asthma

| 14-15	15-16	16-17	17-18	18-19	4-year percentage point (p.p.) change
7.7%	8.9%	8.8%	8.6%	7.8%	0.1 p.p.

Data Source: Behavioral Risk Factor Survey (BRFS) administered by Michigan Department of Health and Human Services (MDHHS)

20-21 data anticipated in August 2022

Percent of children tested for lead and percent of children who had high lead levels (anticipated data available fall 2022)

Number of students who received school mental health and support services
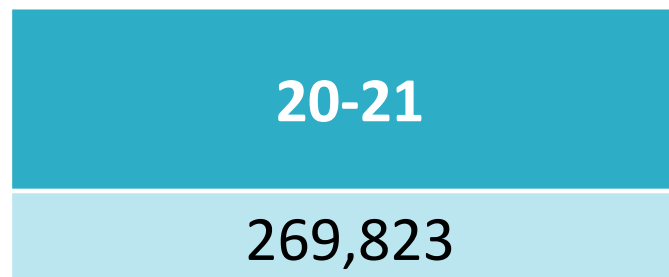
20-21
269,823

Data Source: MDE

New Data included

Michigan's National Rank for Overall Child Well-Being

	2016	2017	2018	2019	2020
Overall Child Well-Being Rank	31	32	33	32	28

Data Source: Annie E. Casey Foundation: https://datacenter.kidscount.org/publications

2021 data available June 2022

Goal 3: School District and Department Efforts

- Feeding of children during the pandemic **wherever** they were educated. More than 245 million meals served since the beginning of the pandemic.

- Social and Emotional Learning (SEL)/Children's Mental Health Network

- SEL Campaign: Children Matter. You Matter. Learn SEL!

- Michigan Health Endowment Fund-Supported SEL Community of Practice

- Direct Mental Health Services for Children at School

Investments in Children's Mental Health

Since the summer of 2018, when the legislature first funded children's mental health in the state school aid act—$30 million in the then-new Section 31n in the state's FY 2019 budget—there has been **a rising bipartisan consciousness** of the importance of funding and addressing children's mental health needs in Michigan schools.
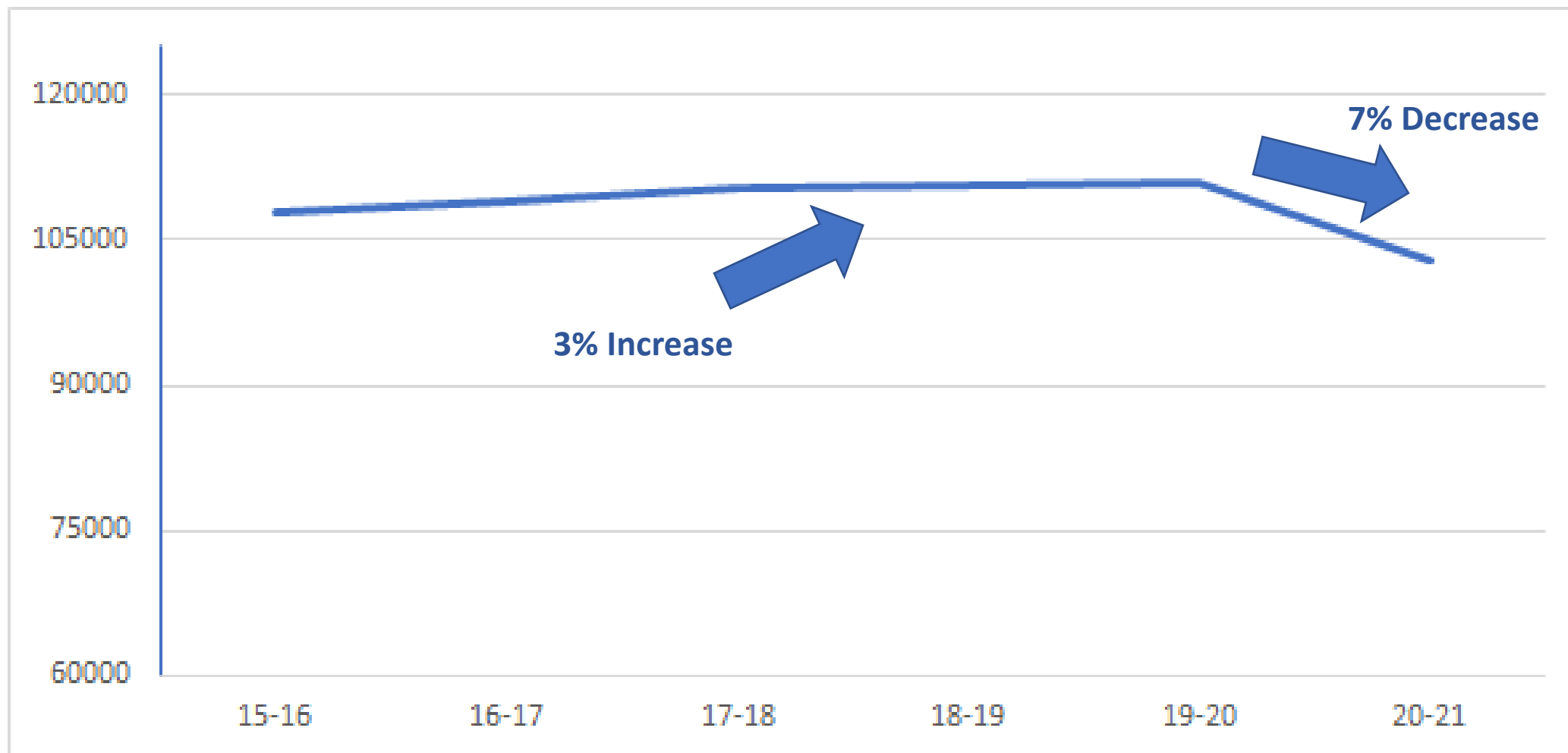
Investments in Children's Mental Health

- State investment to hire mental health providers in schools statewide
    - $37.8M in Section 31n(6) of the state school aid act
    - $14.3M in Section 31n(5) of the state school aid act
    - $240M in Section 31o of the state school aid act – New for FY22—To hire nurses, guidance counselors, social workers, and school psychologists.
- Caring for Students (C4S): Medicaid match strategy that expanded Michigan's existing School Services Program (SSP) to provide services to Medicaid-eligible general education students.
- Federal Elementary and Secondary School Emergency Relief (ESSER) Fund
    - Michigan's total ESSER Allocation $5.8 billon
    - MDE Education Equity Fund - $7.65M in competitive grant awards to provide mental health services and supports
- $500K grant from the Michigan Health Endowment Fund to help support the development of SEL in applicant districts across the state.

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Number and percent of students enrolled in CTE programs based on overall student population

Student Group	15-16	16-17	17-18	18-19	19-20	20-21	5-year difference	Percent change
Total CTE Students	107,930	109,005	110,316	110,710	111,073	102,988	-4,942	(5%)
Percent of all students	22%	23%	23%	23%	24%	22%		
Female	45,332	45,330	45,815	46,390	46,469	43,015	-2,317	(5%)
Male	62,598	63,675	64,501	64,320	64,064	59,973	-2,625	(4%)

**Data Source: Career and Technical Education Data System:
https://www.cteis.com**

New data included

Number and percent of students enrolled in CTE programs based on overall student population

Student Group	15-16	16-17	17-18	18-19	19-20	20-21	5-year difference	Percent change
Asian	2,795	3,096	3,166	3,436	3,383	3,343	548	20%
Black or African American	13,215	13,132	13,519	13,020	12,844	11,707	-1,508	(11%)
Hispanic or Latino	5,430	5,964	6,334	6,737	7,136	6,902	1,472	27%
Native American or Alaska Native	789	790	721	752	868	735	-54	(7%)
Native Hawaiian or Other Pacific Islander	82	115	98	100	104	88	6	7%
Two or More Races	2,544	2,691	2,935	3,157	3,281	3,278	734	29%
White	83,075	83,217	83,543	83,508	83,457	76,935	-6,140	(7%)

Data Source: Career and Technical Education Data System: https://www.cteis.com

Number and percent of students enrolled in CTE programs based on overall student population

Student Group	15-16	16-17	17-18	18-19	19-20	20-21	5-year difference	Percent change
Students with Disabilities	11,930	11,959	12,301	12,294	12,118	11,157	-773	(6%)
Economically Disadvantaged	39,570	40,031	45,745	45,438	47,057	41,217	1,647	4%
English Learners	2,908	3,375	3,786	4,454	4,670	4,323	1,415	49%

Data Source: Career and Technical Education Data System: https://www.cteis.com

New data included
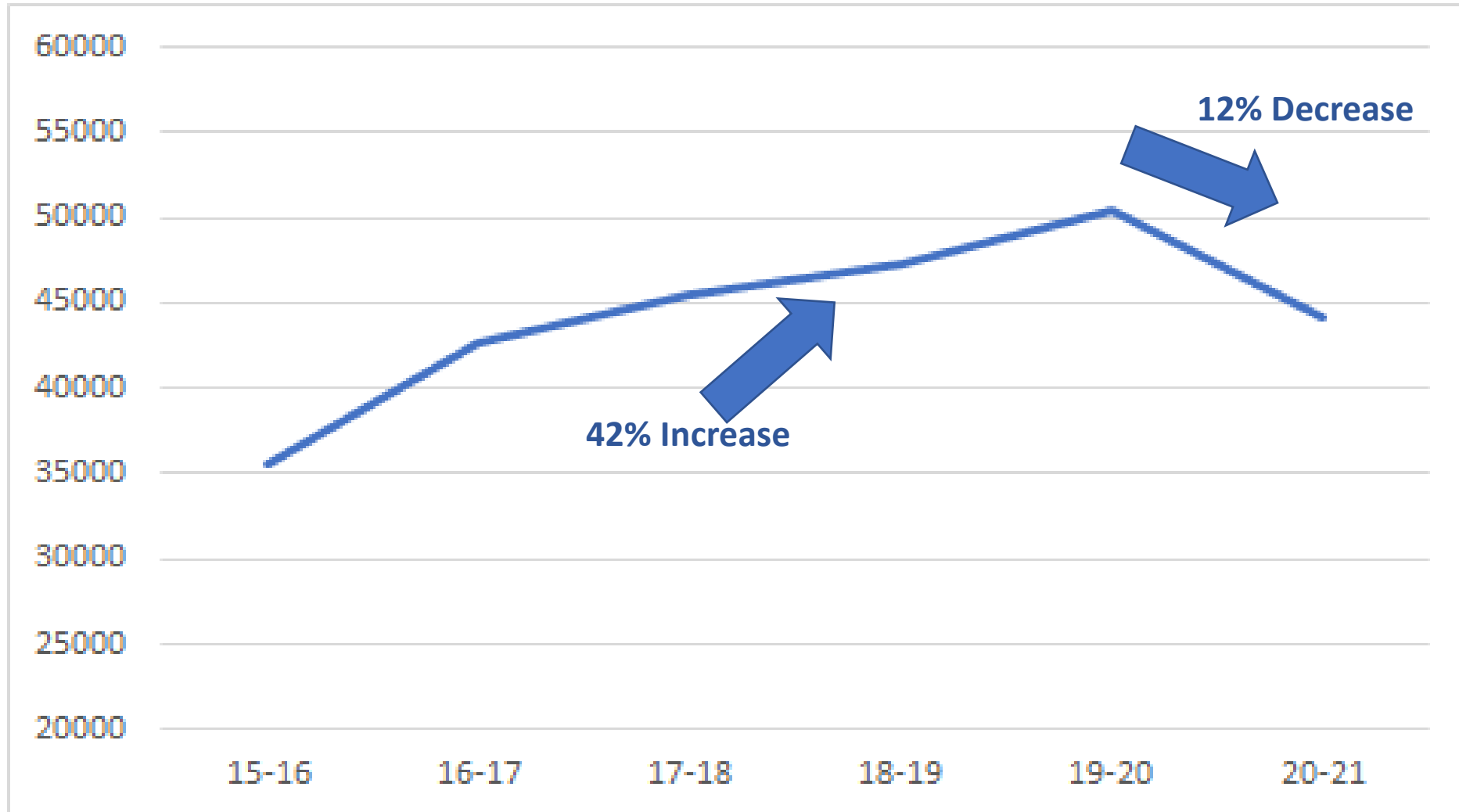
Number and percent of CTE completers based on students enrolled in CTE programs

Student Group	15-16	16-17	17-18	18-19	19-20	20-21	5-year difference	Percent change
CTE Completers	35,557	42,604	45,504	47,314	50,416	44,226	8,669	24%
Total CTE Students	107,930	109,005	110,316	110,710	111,073	102,988	-4,942	(5%)
Female	16,452	19,229	20,664	21,280	22,532	19,965	3,513	21%
Male	19,105	23,375	24,840	26,035	27,884	24,261	5,156	27%

Data Source: Career and Technical Education Data System: https://www.cteis.com

New data included

New data included

Number and percent of CTE completers based on students enrolled in CTE programs

Student Group	15-16	16-17	17-18	18-19	19-20	20-21	5-year difference	Percent change
Asian	959	1,147	1,227	1,460	1,507	1,448	489	51%
Black or African American	3,653	4,090	4,780	4,774	4,674	4,008	355	10%
Hispanic or Latino	1,730	2,221	2,512	2,749	3,075	2,742	1,012	58%
Native American or Alaska Native	279	331	296	295	355	302	23	8%
Native Hawaiian or Other Pacific Islander	26	48	44	41	61	40	14	54%
Two or More Races	810	985	1,123	1,221	1,371	1,272	462	57%
White	28,100	33,782	35,522	36,775	39,373	34,414	6,314	22%

Data Source: Career and Technical Education Data System: https://www.cteis.com

Number and percent of CTE completers based on students enrolled in CTE programs

Student Group	15-16	16-17	17-18	18-19	19-20	20-21	5-year difference	Percent change
Students with Disabilities	3,207	3,625	4,086	4,151	4,351	3,591	384	12%
Economically Disadvantaged	11,687	13,513	16,882	17,409	19,185	15,156	3,469	30%
English Learners	760	1,001	1,176	1,638	1,815	1,501	741	98%

Data Source: Career and Technical Education Data System: https://www.cteis.com

New data included

Number and percent of CTE students who received a high school diploma

Student Group	15-16	16-17	17-18	18-19	19-20	4-year difference	Percent change
CTE Students	25,307	28,496	30,456	31,211	38,645	13,338	53%
Female	11,990	13,128	13,813	14,136	17,732	5,742	48%
Male	13,317	15,368	16,643	17,075	20,913	7,596	57%

Data Source: MI School Data

20-21 data anticipated in January 2022

20-21 data anticipated in January 2022

Number and percent of CTE students who received a high school diploma

Student Group	15-16	16-17	17-18	18-19	19-20	4-year difference	Percent change
Asian	596	757	879	908	1,268	672	113%
Black or African American	2,741	3,159	3,387	3,608	4,459	1,718	63%
Hispanic or Latino	1,111	1,400	1,568	1,777	2,282	1,171	105%
Native American or Alaska Native	219	216	249	205	231	12	5%
Native Hawaiian or Other Pacific Islander	20	20	34	37	27	7	35%
Two or More Races	499	615	682	732	1,003	504	101%
White	20,121	22,329	23,657	23,944	29,375	9,254	46%

Data Source: MI School Data

Number and percent of CTE students who received a high school diploma

Student Group	15-16	16-17	17-18	18-19	19-20	4-year difference	Percent change
Students with Disabilities	2,419	2,666	2,915	3,070	3,253	834	34%
Economically Disadvantaged	8,556	9,399	9,898	11,972	13,847	5,291	62%
English Learners	507	620	692	806	1,206	699	138%

Data Source: MI School Data

20-21 data anticipated in January 2022

Number and percent of students enrolled in an Early Middle College (EMC) program

Student Group	15-16	16-17	17-18	18-19	19-20	20-21	5-year difference	Percent change
EMC Students	8,312	10,241	12,182	13,065	14,333	15,308	6,996	84%
Female	4,842	5,889	6,965	7,598	8,370	9,031	4,189	87%
Male	3,470	4,352	5,217	5,467	5,963	6,277	2,807	81%

Data Source: EMC Metric Data

New data included

Number and percent of students enrolled in an EMC program

Student Group	15-16	16-17	17-18	18-19	19-20	20-21	5-year difference	Percent change
Asian	173	223	247	256	295	329	156	90%
Black or African American	947	1,061	1,161	1,300	1,358	1,627	680	72%
Hispanic or Latino	338	477	642	790	890	962	624	185%
Native American or Alaska Native	24	37	60	40	37	42	18	75%
Native Hawaiian or Other Pacific Islander	5	5	8	13	14	14	9	180%
Two or More Races	195	285	342	396	471	564	369	189%
White	6,630	8,153	9,722	10,270	11,273	11,770	5,140	78%

Data Source: EMC Metric Data

Number and percent of students enrolled in an EMC program

Student Group	15-16	16-17	17-18	18-19	19-20	20-21	5-year difference	Percent change
Students with Disabilities	246	297	428	419	395	411	165	67%
Economically Disadvantaged	2,414	2,944	4,277	4,610	5,360	5,646	3,232	134%
English Learners	88	99	168	154	203	248	160	182%

Data Source: EMC Metric Data

New data included

Number and percent of students who successfully obtained their high school diploma and earned an EMC outcome

Michigan's **Top10** Strategic Education Plan

	15-16	16-17	17-18	18-19	19-20	4-year difference	Percent Change
Count of EMC students who obtained their high school diploma and earned an EMC outcome	1,190	1,483	1,719	2,122	2,527	1,337	112%
Count of high school graduates enrolled in EMC	1,469	1,868	2,296	2,604	2,972	1,503	102%
Percent	81%	79%	75%	82%	85%		4%

Data Source: EMC Metric Data

EMC outcomes consist of:
- *60 transferrable credits;*
- *Associate Degree;*
- *Professional Certification;*
- *Michigan Early Middle College Association (MEMCA) Certification; or*
- *Participation in a registered apprenticeship*

20-21 data anticipated in February 2022

Number and percent of students who enrolled, did not complete, and exited to attend college or some other postsecondary education or training

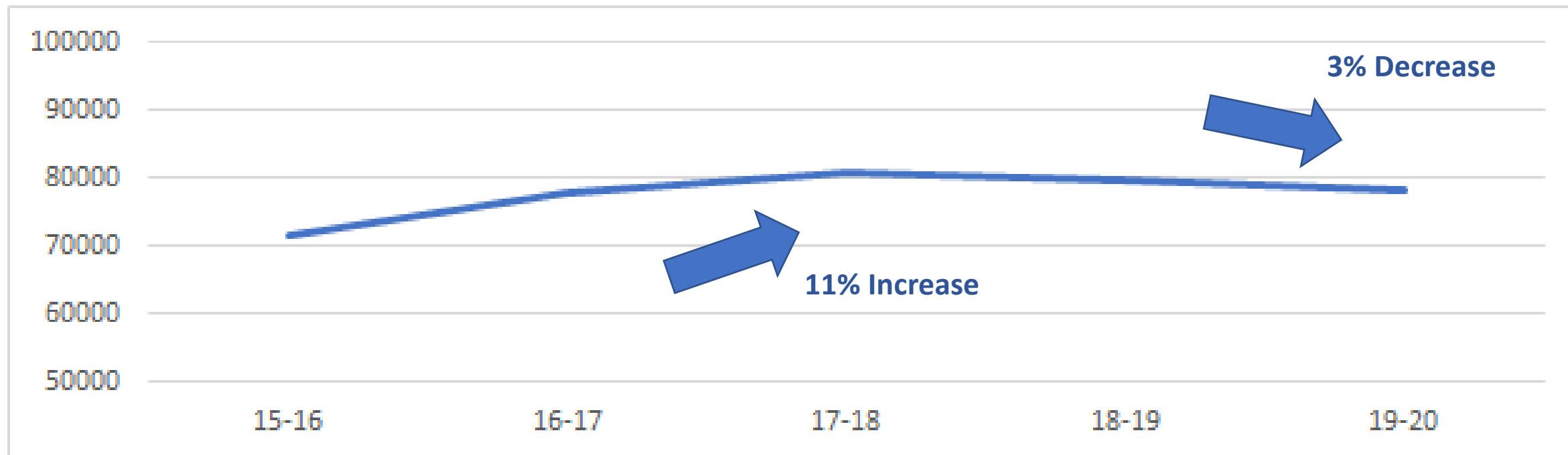|	15-16	16-17	17-18	18-19	19-20	4-year difference	Percent Change
Count of EMC students who obtained their high school diploma but did not earn an EMC outcome	279	385	577	482	445	166	59%
Count of high school graduates enrolled in EMC	1,469	1,868	2,296	2,604	2,972	1,503	102 %
Percent	19%	21%	25%	19%	15%		(4%)

Data Source: EMC Metric Data

EMC outcomes consist of:
- *60 transferrable credits;*
- *Associate Degree;*
- *Professional Certification;*
- *Michigan Early Middle College Association (MEMCA) Certification; or*
- *Participation in a registered apprenticeship*

20-21 data anticipated in February 2022

Total Students Enrolled in Advanced Placement (AP)

3% Decrease

11% Increase

Number and percent of students enrolled in AP compared to the total population

Student Group	15-16	16-17	17-18	18-19	19-20	4-year difference	Percent change
AP Students	71,625	77,776	80,691	79,546	78,086	6,461	9%
Percent of all students	15%	16%	17%	17%	17%		
Female	40,229	43,581	45,423	45,136	44,507	4,278	11%
Male	31,396	34,195	35,268	34,410	33,579	2,183	7%

Data Source: AP Metric Data

20-21 data anticipated in January 2022

Number and percent of students enrolled in AP compared to the total population

Student Group	15-16	16-17	17-18	18-19	19-20	4-year difference	Percent change
Asian	5,099	5,638	6,100	6,236	6,451	1,352	27%
Black or African American	5,982	6,104	6,316	6,403	6,208	226	4%
Hispanic or Latino	2,912	3,488	4,098	4,298	4,454	1,542	53%
Native American or Alaska Native	301	244	213	272	235	-66	22%
Native Hawaiian or Other Pacific Islander	76	106	102	81	75	-1	(1%)
Two or More Races	1,578	1,910	2,101	2,286	2,440	862	55%
White	55,677	60,286	61,761	59,970	58,223	2,546	5%

Data Source: AP Metric Data

Number and percent of students enrolled in AP compared to the total population

Student Group	15-16	16-17	17-18	18-19	19-20	4-year difference	Percent change
Economically Disadvantaged	14,314	15,253	18,984	19,280	19,202	4,888	34%
Not Economically Disadvantaged	57,311	62,523	61,707	60,266	58,884	1,573	3%

Data Source: AP Metric Data

20-21 data anticipated in January 2022

Number and percent of tests taken and students earning credit from AP tests

Student Group	15-16	16-17	17-18	18-19	19-20	4-year difference	Percent change
AP Tests Taken	103,427	109,164	110,345	110,149	104,404	977	1%
Female	55,536	58,332	59,620	60,290	57,913	2,377	4%
Male	47,891	50,832	50,725	49,859	46,491	-1,400	(3%)
Potential Credits	66,012	69,828	70,781	70,939	69,738	3,726	6%

Data Source: College Board

20-21 data anticipated in January 2022.

Number and percent of tests taken and students earning credit from AP tests

Student Group	14-15	15-16	16-17	17-18	18-19	19-20	4-year difference	Percent change
Asian	10,980	11,232	12,138	12,832	13,213	13,497	2,265	20%
Black or African American	4,320	4,330	4,900	4,985	4,890	3,979	-341	(7%)
Hispanic or Latino	3,289	5,387	5,991	6,417	6,863	5,692	305	6%
Native American or Alaska Native	415	243	252	224	240	218	-25	(10%)
Native Hawaiian or Other Pacific Islander	N/A	49	68	45	53	58	9	18%
Two or More Races	3,421	3,998	4,312	4,497	4,535	2,572	-1,426	(36%)
White	73,213	76,831	80,316	79,825	78,957	75,819	-1,012	(1%)

Data Source: College Board

20-21 data anticipated in January 2022

Number of students enrolled in International Baccalaureate (IB)

Student Group	15-16	16-17	17-18	18-19	19-20	4-year difference	Percent change
IB Students	10,011	11,275	13,691	12,822	11,902	1,891	19%
Female	5,450	6,318	7,565	7,013	6,514	1,064	20%
Male	4,561	4,957	6,126	5,809	5,388	824	18%

Data Source: IB Metric Data

20-21 data anticipated in January 2022

Number of students enrolled in IB

Student Group	15-16	16-17	17-18	18-19	19-20	4-year difference	Percent change
Asian	1,135	1,333	1,862	1,872	1,807	672	59%
Black or African American	1,427	1,689	2,071	1,778	1,248	-179	(13%)
Hispanic or Latino	537	811	968	900	884	347	65%
Native American or Alaska Native	12	26	32	31	27	15	125%
Native Hawaiian or Other Pacific Islander	11	17	20	14	18	7	64%
Two or More Races	281	337	510	543	501	220	78%
White	6,608	7,062	8,228	7,684	7,417	809	12%

Data Source: IB Metric Data

20-21 data anticipated in January 2022

Number of students enrolled in IB

Student Group	15-16	16-17	17-18	18-19	19-20	4-year difference	Percent change
Economically Disadvantaged	2,409	2,990	3,986	3,284	2,850	441	18%
Not Economically Disadvantaged	7,602	8,285	9,705	9,358	9,052	1,450	19%

Data Source: IB Metric Data

20-21 data anticipated in January 2022

Number of students enrolled in Dual Enrollment (DE)

	15-16	16-17	17-18	18-19	19-20	4-year difference	Percent change
DE Students	28,568	27,916	28,711	30,155	31,789	3,221	11%

Data Source: MI School Data

20-21 data anticipated in May 2022

Number and percent of youth ages 16 and above with an Individualized Education Program (IEP) who meet the necessary federal reporting requirements

Percent of youth ages 16+ with an IEP meeting requirements

	2015	2016	2017	2018	2019
Compliance standard	100%	100%	100%	100%	100%
Percent students meeting the standard	78.3%	81.2%	81.0%	92.3%	92.9%

Data Source: MI School Data

2020 data anticipated in May 2022

Percent of youth ages 16+ with an IEP meeting requirements

- The percentage of youth who:
  - are no longer in secondary school.
  - had IEPs in effect at the time they left school.
  - are enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

	2015	2016	2017	2018	2019
State-determined standard	72.5%	73.0%	73.5%	74.0%	75.3%
Percentage of students meeting the standard	76.8%	76.9%	77.4%	75.2%	78.1%

Data Source: MI School Data

2020 data anticipated in May 2022

Goal 4: Recap

- Michigan public schools made impressive gains in secondary school programs—career and technical education, Advanced Placement, International Baccalaureate, Early Middle College, dual enrollment, and transition services—pre-pandemic, many of which went unreported or under-reported in the media.

- These gains have slowed in some cases during the pandemic.

Goals

1. Expand early childhood learning opportunities
2. Improve early literacy achievement
3. Improve the health, safety, and wellness of all learners
4. Expand secondary learning opportunities for all students
5. **Increase the percentage of all students who graduate from high school**
6. Increase the percentage of adults with a post-secondary credential
7. Increase the numbers of certified teachers in areas of shortage
8. Provide adequate and equitable school funding

4-,5-, and 6-Year Graduation Rates
All Students

Cohort	15-16	16-17	17-18	18-19	19-20	4-year percentage point (p.p.) change
4-Year	79.7%	80.2%	80.6%	81.4%	82.1%	2.4 p.p.
5-Year	82.8%	82.8%	83.2%	83.8%	84.4%	1.6 p.p.
6-Year	82.7%	83.6%	83.5%	84.0%	84.6%	1.9 p.p.

Data Source: MI School Data

*4-Year graduation rates have increased 9 of the last 10 years

20-21 Data anticipated in February 2022

4-,5-, and 6-Year Graduation Rates by Gender
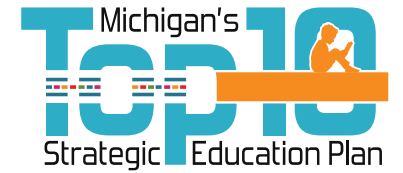
Female						
Cohort	15-16	16-17	17-18	18-19	19-20	4-year percentage point (p.p.) change
4-Year	83.5%	83.8%	84.2%	84.8%	85.6%	2.1 p.p.
5-Year	86.4%	86.2%	86.5%	87.0%	87.6%	1.2 p.p.
6-Year	86.4%	87.1%	86.8%	87.3%	87.7%	1.3 p.p.
Male						
Cohort	15-16	16-17	17-18	18-19	19-20	4-year percentage point (p.p.) change
4-Year	76.0%	76.8%	77.2%	78.2%	78.7%	2.7 p.p.
5-Year	79.4%	79.5%	80.1%	80.7%	81.4%	2.0 p.p.
6-Year	79.1%	80.2%	80.2%	80.8%	81.4%	2.3 p.p.

Data Source: MI School Data

4-,5-, and 6-Year Graduation Rates by Race/Ethnicity

Asian						
Cohort	15-16	16-17	17-18	18-19	19-20	4-year percentage point (p.p.) change
4-Year	90.2%	90.7%	91.2%	91.6%	93.4%	3.2 p.p.
5-Year	92.6%	92.4%	92.2%	93.5%	93.5%	0.9 p.p.
6-Year	92.3%	93.2%	92.6%	92.7%	93.7%	1.4 p.p.

Black or African-American						
Cohort	15-16	16-17	17-18	18-19	19-20	4-year percentage point (p.p.) change
4-Year	67.4%	68.6%	70.0%	70.2%	70.4%	3.0 p.p.
5-Year	71.4%	71.7%	72.5%	73.6%	74.1%	2.7 p.p.
6-Year	70.3%	72.5%	72.6%	73.5%	74.4%	4.1 p.p.

Data Source: MI School Data

4-,5-, and 6-Year Graduation Rates by Race/Ethnicity

Hispanic or Latino						
Cohort	15-16	16-17	17-18	18-19	19-20	4-year percentage point (p.p.) change
4-Year	72.6%	73.3%	74.4%	76.6%	75.5%	2.9 p.p.
5-Year	75.5%	76.7%	77.1%	77.9%	80.1%	4.6 p.p.
6-Year	74.7%	76.8%	77.7%	78.1%	78.8%	4.1 p.p.

Native American or Alaska Native						
Cohort	15-16	16-17	17-18	18-19	19-20	4-year percentage point (p.p.) change
4-Year	66.6%	67.5%	70.1%	70.0%	74.2%	7.6 p.p.
5-Year	73.4%	71.0%	71.1%	74.0%	74.8%	1.4 p.p.
6-Year	71.2%	75.0%	71.5%	72.0%	75.2%	4.0 p.p.

Data Source:
MI School Data

4-,5-, and 6-Year Graduation Rates by Race/Ethnicity

Native Hawaiian or Other Pacific Islander						
Cohort	15-16	16-17	17-18	18-19	19-20	4-year percentage point (p.p.) change
4-Year	77.7%	85.0%	86.8%	80.9%	77.6%	-0.1 p.p.
5-Year	79.7%	85.6%	85.7%	88.7%	79.5%	-0.2 p.p.
6-Year	81.6%	85.5%	84.8%	86.6%	89.5%	7.9 p.p.

**Data Source:
MI School Data**

4-,5-, and 6-Year Graduation Rates by Race/Ethnicity

Two or More Races

Cohort	15-16	16-17	17-18	18-19	19-20	4-year percentage point (p.p.) change
4-Year	73.7%	74.7%	74.9%	76.2%	76.8%	3.1 p.p.
5-Year	78.3%	77.4%	78.1%	78.5%	79.8%	1.5 p.p.
6-Year	80.0%	79.6%	78.0%	78.9%	79.7%	-0.3 p.p.

White

Cohort	15-16	16-17	17-18	18-19	19-20	4-year percentage point (p.p.) change
4-Year	83.4%	83.7%	83.9%	84.7%	85.4%	2.0 p.p.
5-Year	86.2%	86.1%	86.5%	86.9%	87.4%	1.2 p.p.
6-Year	86.4%	86.8%	86.7%	87.2%	87.5%	1.1 p.p.

Data Source: MI School Data

4-,5-, and 6-Year Graduation Rates by Economically Disadvantaged

Economically Disadvantaged						
Cohort	15-16	16-17	17-18	18-19	19-20	4-year percentage point (p.p.) change
4-Year	67.1%	67.9%	70.0%	70.8%	71.7%	4.6 p.p.
5-Year	72.9%	72.3%	71.7%	74.6%	75.1%	2.2 p.p.
6-Year	73.1%	74.2%	73.0%	73.2%	75.7%	2.6 p.p.
Not Economically Disadvantaged						
Cohort	15-16	16-17	17-18	18-19	19-20	2-year percentage point (p.p.) change
4-Year	n/a	n/a	89.7%	90.5%	91.4%	1.7 p.p.
5-Year	n/a	n/a	91.3%	91.5%	92.4%	1.1 p.p.
6-Year	n/a	n/a	90.6%	91.4%	91.8%	1.2 p.p.

Data Source: MI School Data

4-,5-, and 6-Year Graduation Rates by English Learners

English Learners (ELs)						
Cohort	15-16	16-17	17-18	18-19	19-20	4-year percentage point (p.p.) change
4-Year	72.1%	69.4%	71.2%	73.2%	73.7%	1.6 p.p.
5-Year	78.6%	79.0%	75.7%	77.8%	79.0%	0.4 p.p.
6-Year	79.0%	80.9%	80.6%	77.4%	79.1%	0.1 p.p.
Non-English Learners (Non-ELs)						
Cohort	15-16	16-17	17-18	18-19	19-20	2-year percentage point (p.p.) change
4-Year	n/a	n/a	81.0%	81.8%	82.5%	1.5 p.p.
5-Year	n/a	n/a	83.5%	84.0%	84.7%	1.2 p.p.
6-Year	n/a	n/a	83.5%	84.2%	84.7%	1.2 p.p.

Data Source:
MI School Data

4-,5-, and 6-Year Graduation Rates by Students with Disabilities

Students with Disabilities						
Cohort	15-16	16-17	17-18	18-19	19-20	4-year percentage point (p.p.) change
4-Year	55.4%	56.7%	57.5%	57.8%	59.3%	3.9 p.p.
5-Year	63.6%	62.0%	62.7%	63.0%	63.7%	0.1 p.p.
6-Year	64.2%	65.3%	63.5%	64.3%	64.6%	0.4 p.p.
Students without Disabilities						
Cohort	15-16	16-17	17-18	18-19	19-20	2-year percentage point (p.p.) change
4-Year	n/a	n/a	83.7%	84.5%	85.1%	1.4 p.p.
5-Year	n/a	n/a	85.8%	86.4%	87.1%	1.3 p.p.
6-Year	n/a	n/a	85.9%	86.4%	87.0%	1.1 p.p.

Data Source: MI School Data

Goal 5: Recap

- Graduation rate increases: **9 of the last 10 years.**
- Secondary school programs have helped increase graduation rates.

Goal 5: Efforts

- Special Education Instructional Leadership Network (SEILN)
- Focus on inclusion and quality tier one instruction
- Personal curriculum (available to all students)
- Expansions in the following secondary school programs: Career and Technical Education, Early Middle College, Dual Enrollment, Advanced Placement, and International Baccalaureate
- Graduation Alliance funded last year by the state legislature.

Goals

1. Expand early childhood learning opportunities
2. Improve early literacy achievement
3. Improve the health, safety, and wellness of all learners
4. Expand secondary learning opportunities for all students
5. Increase the percentage of all students who graduate from high school
6. **Increase the percentage of adults with a post-secondary credential**
7. Increase the numbers of certified teachers in areas of shortage
8. Provide adequate and equitable school funding

Number of Adults (ages 25-64) with a Certificate or Degree (Post-Secondary Credential)

Michigan's TOP10 Strategic Education Plan

2015	2016	2017	2018	2019	4-year percentage point (p.p.) change
43.4%	43.7%	45.0%	48.9%*	49.1%	5.4 p.p.

*In 2018, certifications obtained outside the work environment were added in the calculation by the Lumina Foundation to post-secondary credentials, which had previously included workforce certificates, associate degrees, bachelor's degrees, graduate or professional degrees.

Data Source: Lumina Foundation:
https://luminafoundation.org/our-work/stronger-nation

2020 Data anticipated in February 2022

Number of Adults (ages 25-64) with a Certificate or Degree (Post-Secondary Credential)

	2018		2019	
	Percentage	**Number**	**Percentage**	**Number**
Certificates and Industry-recognized Certifications	7.4%	382,430	7.4%	380,854
Associate Degree	10.3%	528,877	10.1%	516,354
Bachelor's Degree	19.6%	1,011,526	19.9%	1,019,031
Graduate or Professional Degree	11.6%	594,650	11.7%	601,493
Total	**48.9%**	**2,517,483**	**49.1%**	**2,517,732**

Data Source: Lumina Foundation:
https://luminafoundation.org/our-work/stronger-nation

2020 Data anticipated in February 2022

Goal 6: School District and Department Focused Efforts

- **Career and Technical Education**
  - Postsecondary Recognized Credential
  - Career Pathway Program of Study

- **Early Middle College**
  - Blended High School and Postsecondary Coursework
  - Students Commit to a 13th Year of School

- **Advanced Placement**
  - Students Complete AP Curriculum and Assessment

- **Transition Services**
  - Student Develop a Post-High School Success Plan

Goal 6: State of Michigan Focused Efforts

Michigan Reconnect

Michigan Reconnect is a scholarship program that pays for individuals to attend an in-district community college tuition-free and provides one-time grants for enrollment in approved training programs.

FUTURES FOR FRONTLINERS

Futures for Frontliners offers essential workers an opportunity to complete high school or community college tuition-free.

Michigan Career & Technical Institute

Michigan Career & Technical Institute (MCTI) develops customized workforce solutions for businesses and individuals with disabilities and provides an educational center for adults with disabilities in Michigan that offer career assessment services to help students explore job options.

Goals

1. Expand early childhood learning opportunities
2. Improve early literacy achievement
3. Improve the health, safety, and wellness of all learners
4. Expand secondary learning opportunities for all students
5. Increase the percentage of all students who graduate from high school
6. Increase the percentage of adults with a post-secondary credential
7. Increase the numbers of certified teachers in areas of shortage
8. **Provide adequate and equitable school funding**

2020-21 Pre-K-12 Funding

- **Local Revenue**
  - Local district millages to support foundation allowances
  - ISD millages (e.g., operating and special education)
- **State Revenue**
  - At-risk funding, CTE, and other funding
- **Federal Revenue**
  - Title funding, Individuals with Disabilities Education Act funding

Local Revenue	$3,700,000,000
State Revenue	$13,900,000,000
Federal Revenue	$1,800,000,000
Total Funding for Pre-K-12	**$19,400,000,000**

Note: These funds do not include non-recurring federal pandemic relief funds

FY22: Historic School Aid Budget Investments

The governor and the legislature agreed to the following historic investment in public schools:

- Increase in the minimum foundation allowance to $8,700 per pupil.

- Increase in Great Start Readiness Program (GSRP) funding by $168 million.

- Funding of $240 million to help districts hire school nurses, social workers, counselors, and psychologists.

- Increase in the *EarlyOn* program from $7.5 million to $14.5 million.

- Provision of $1.67 million to help districts with Grow Your Own programs to help school support staff explore careers in teaching.

This budget demonstrates a **rising bipartisan consciousness** that Michigan public schools have been underfunded and require more funding.

Comparing School Finance Research Collaborative (SFRC) Funding Recommendations and Actual 2020-21 Funding

SFRC Recommendations

- SFRC recommended a base funding of $9,590 per student with specific substantial additional weights for students with disabilities, poor children, and English learners.

- SFRC recommended further exploration of three other areas of school underfunding:
  - Transportation Costs
  - Capital Costs
  - Higher Poverty

Transportation Costs

- In January 2018, SFRC recommended a $731 per rider estimate to address transportation costs, approximately **$430 million**.

BUT

- Total transportation costs for 2019-20 were **$860 million**.

- SFRC recommended an additional research study on transportation costs.

Capital Costs

- SFRC recommended a $400 per student estimate to allow districts to address ongoing maintenance, which would cost approximately **$500 million**.

BUT

- Total capital costs for 2019-20 were **$3.3 billion**.
  - $1.6 billion in operations and maintenance costs.
  - $1.7 billion in building acquisition, construction, and improvement costs.
- SFRC recommended an additional research study on capital costs.

Higher Poverty Student Costs

- SFRC recommended an additional research study on the added costs of serving *higher* poverty students.

- *"Based on the study team's current research in Michigan, these [higher poverty] students are likely to require approximately an added .15 weight to be adequately served [above and beyond the 0.35 for other poor students]."* Costing Out the Resources Needed to Meet Michigan's Standards and Requirements (SFRC Study), Final Report January 12, 2018

- One potential method would be to consider the total number of children eligible for free/reduced price lunch relative to a school building's total population.
  - Cost for buildings with an eligible student population of 75% or higher: **$423 million**.
  - Cost solely for buildings with an eligible student population of 90% or higher: **$177 million**.

Goal 8: Summary

Even with historic state investments in public education this fiscal year, with the inclusion of capital costs, higher poverty student costs, and transportation costs, Michigan schools continue to be underfunded by approximately $5-7 billion annually.

Goals

1. Expand early childhood learning opportunities
2. Improve early literacy achievement
3. Improve the health, safety, and wellness of all learners
4. Expand secondary learning opportunities for all students
5. Increase the percentage of all students who graduate from high school
6. Increase the percentage of adults with a post-secondary credential
7. **Increase the numbers of certified teachers in areas of shortage**
8. Provide adequate and equitable school funding

Why is there a teacher shortage?

- There is a teacher shortage in many states across the country. What factors have exacerbated the shortage in Michigan?

- Michigan ranked 50th of 50 states in total education revenue growth, inflation-adjusted, from 1995 to 2015 according to a Michigan State University study.

Source: Michigan School Finance at the Crossroads: A Quarter Century of State Control (Michigan State University, 2019)

Why is there a teacher shortage?

- In 2011, the legislature decreased funding by $470 per student. The result: teacher and other staff pay freezes and reductions, teacher and other staff layoffs, higher class sizes, and fewer support staff.

- Educators were mandated to pay a greater share of health insurance and retirement costs.

- The state mandate for annual evaluations of all educators was established in legislation that passed in 2009 and was updated with further legislation in June 2011. The requirement for use of student growth data, including state tests, in teacher ratings and the imposition of consequences for ineffective evaluations took effect a few years later.

Teacher Preparation Enrollment

Year	Enrollees	Completers	Total
2013-14	18,483	4,720	23,203
2014-15	11,099	3,650	14,749
2015-16	7,868	3,120	10,988
2016-17	6,859	2,653	9,512
2017-18	7,183	2,511	9,694
2018-19	7,764	2,404	10,168
2019-20	9,760	2,258	12,018

Data Source: U.S. Department of Education Title II Report

Number of Endorsements by Critical Shortage Areas

Historical

- Career & Technical Education
- English as a second language
- Mathematics
- Sciences
- Special Education
- World Languages

Recent

- Art & Music Education
- Elementary Education
- Guidance & Counseling
- Health & Physical Fitness
- Instructional Library Media
- Language Arts
- Psychology
- Social Studies

Teachers & Students by School Year & Race/Ethnicity - FTE Comparison

Teacher FTE Counts

	15-16		16-17		17-18		18-19		19-20		20-21	
Total FTEs	80,790		80,144		81,217		81,620		81,322		80,657	
White	74,178	**91.8%**	73,699	92.0%	74,320	91.5%	74,530	91.3%	74,005	91.0%	73,215	**90.8%**
Other Ethnicities	6,612	**8.2%**	6,445	8.0%	6,897	8.5%	7,090	8.7%	7,317	9.0%	7,442	**9.2%**

Student FTE Counts

	15-16		16-17		17-18		18-19		19-20		20-21	
Total FTEs	1,482,019		1,475,949		1,467,122		1,451,406		1,441,900		1,389,522	
White	999,872	**67.0%**	988,324	67.0%	975,909	66.5%	959,278	66.1%	946,280	65.6%	906,538	**65.2%**
Other Ethnicities	482,147	**33.0%**	487,625	33.0%	491,213	33.5%	492,128	33.9%	495,620	34.4%	482,984	**34.8%**

Data Source: Teacher: Registry of Educational Personnel
Student: Michigan Student Data System

New Data Included

Teachers by School Year & Race/Ethnicity - FTE Count

Teacher FTE Counts						
	15-16	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**
Total FTEs	80,790	80,144	81,217	81,620	81,322	80,657
Asian	608	556	573	612	614	629
Black or African American	**4,620**	4,487	4,865	5,009	5,235	**5,286**
Hispanic or Latino	917	924	935	931	950	976
Native American or Alaska Native	174	183	205	214	203	203
Native Hawaiian or Other Pacific Islander	88	78	91	89	84	105
Two or More Races	205	217	228	235	231	243
White	74,178	73,699	74,320	74,530	74,005	73,215

Data Source: Registry of Educational Personnel

New Data Included

Percent FTE for Teachers & Students by School Year & Race/Ethnicity

Asian						
	16-17	**17-18**	**18-19**	**19-20**	**20-21**	**4-year percentage point (p.p.) change**
Teacher	0.70	0.70	0.70	0.80	0.80	0.10 p.p.
Student	3.30	3.40	3.40	3.50	3.60	0.30 p.p.
Black or African American						
	16-17	**17-18**	**18-19**	**19-20**	**20-21**	**4-year percentage point (p.p.) change**
Teacher	**5.60**	6.00	6.10	6.40	**6.60**	1.00 p.p.
Student	17.70	17.70	17.60	17.60	17.50	-0.20 p.p.

Data Source: Teacher: Registry of Educational Personnel
Student: Michigan Student Data System

New Data Included

Percent FTE for Teachers & Student by School Year & Race/Ethnicity

Hispanic or Latino						
	16-17	**17-18**	**18-19**	**19-20**	**20-21**	**4-year percentage point (p.p.) change**
Teacher	1.20	1.20	1.10	1.20	1.20	0.00 p.p.
Student	7.60	7.80	8.00	8.20	8.40	0.80 p.p.
Native American or Alaska Native						
	16-17	**17-18**	**18-19**	**19-20**	**20-21**	**4-year percentage point (p.p.) change**
Teacher	0.20	0.30	0.30	0.20	0.30	0.10 p.p.
Student	0.60	0.60	0.60	0.60	0.60	0.00 p.p.

Data Source: Teacher: Registry of Educational Personnel
Student: Michigan Student Data System

New Data Included

Percent FTE for Teachers & Student by School Year & Race/Ethnicity

Native Hawaiian or Other Pacific Islander						
	16-17	17-18	18-19	19-20	20-21	4-year percentage point (p.p.) change
Teacher	0.10	0.10	0.10	0.10	0.10	0.00 p.p.
Student	0.10	0.10	0.10	0.10	0.10	0.00 p.p.

Data Source: Teacher: Registry of Educational Personnel
Student: Michigan Student Data System

New Data Included

Percent FTE for Teachers & Student by School Year & Race/Ethnicity

Two or More Races						
	16-17	**17-18**	**18-19**	**19-20**	**20-21**	**4-year percentage point (p.p.) change**
Teacher	0.30	0.30	0.30	0.30	0.30	0.00 p.p.
Student	3.70	3.90	4.20	4.40	4.60	0.90 p.p.
White						
	16-17	**17-18**	**18-19**	**19-20**	**20-21**	**4-year percentage point (p.p.) change**
Teacher	92.00	91.50	91.30	91.00	90.80	-1.20 p.p.
Student	67.00	66.50	66.10	65.60	65.20	-1.80 p.p.

Data Source: Teacher: Registry of Educational Personnel
Student: Michigan Student Data System

New Data Included

African American/Black Teachers on the Rise

Although there was a decrease of Black or African American teachers prior to 2015, since that time there has been an increase of more than 660 Black or African American teachers.

An effort to highlight: **In-Demand** provides Black men in Detroit opportunities to become educators, mentors, and volunteers in their schools and communities.

Goal 7: School District and Department Efforts

- Teachers and would-be teachers regularly cite compensation—and particularly entry-level compensation—as the major issue relative to entering and staying in the teaching profession. I've said it before, I'll say it again: we need to boost teacher compensation, particularly beginning early-career salaries. We have an opportunity with some of our new funding, but we need to be careful to put *recurring* expenditures only on *recurring* revenue.

- We also need to improve teaching and learning conditions in our schools, including providing more opportunities for our teachers to share their voices and experience.

Goal 7: School District and Department Efforts

Grow Your Own (current students and/or staff)

- Grow Your Own programs for support staff to become teachers, based on the needs of the potential educators and the local school community.

- Grow Your Own programs for students with an interest in exploring and possibly becoming teachers.

Goal 7: School District and Department Efforts

Future Proud Michigan Educator Explore Program (students)

- Provides opportunities for high school students to engage in hands-on teaching experiences with students, with supervision and mentoring by educators.

- MDE awarded $1.1 million in Grow Your Own implementation grants to 44 school districts to encourage interest of students in teaching, developed and shared content standards and curriculum, and provided free professional development for mentors.

Goal 7: School District and Department Efforts

Welcome Back Proud Michigan Educator (formerly certified)

- In the spring, MDE sent tens of thousands of postcards to formerly certificated individuals.
  - 1,162 formerly certificated individuals have provided an email address to be contacted by districts.
  - 161 districts have submitted waiver requests to MDE for 228 eligible educators to be recertified under the waiver criteria.

Goal 7: School District and Department Efforts

Welcome Back Proud Michigan Educator (currently certified)

- In October, MDE sent 35,454 letters to educators with valid certificates who are currently not teaching in a public school.
  - 1,111 have provided an email address to be contacted by districts.
- 336 eligible districts have participated in the campaign by receiving weekly updates of contact information for individuals who have agreed to share.

Goal 7: School District and Department Efforts

Alternative Certification Programs (proposed by local school districts):

- Detroit Public Schools Community District (DPSCD) On the Rise Academy program
  - Supports aspiring teachers, including para-educators and academic interventionists currently employed by DPSCD, in earning initial teacher certification.
  - Supports certified teachers currently employed by DPSCD who want to earn additional endorsements in mathematics, science, and elementary education.
  - Enrolled 55 new teacher candidates in its first cohort; 87% identifying as Black or African-American.
- New Paradigm for Education's program
  - Focuses on increasing the diversity of Michigan's educator workforce, particularly in greater Detroit, to reflect more closely the diversity of public school students.
  - A residency-based alternative route to teacher certification program to recruit, train, and retain high-quality educators, particularly male teachers of color particularly teachers of color.
  - 13 new teacher candidates in its first cohort; 12 of the 13 candidates identify as Black or African-American.

Goal 7: School District and Department Efforts

Special Education Certification Flexibility
- Allows for greater flexibility in the placement of certified special education teachers with a waiver from MDE.

Social Worker Credentials Flexibility
- Allows candidates, with a waiver from MDE, to begin working as school social workers without having completed the courses that address all the MDE School Social Worker Standards (e.g., people who have a bachelor's degree or a master's degree in social work but not yet in school social work).

Teacher Shortage:
Additional Legislative Efforts are Needed

- Michigan's schools and students require a significant investment to address the systemic challenges causing the teacher shortage.

- **An investment of $300 million-$500 million** over the next five years is the beginning of the effort to recruit and retain the requisite number of high-quality educators for our students.

- The range of funding associated with each initiative represents a range of possibilities associated with the number of participants and the extent to which each of these participants is supported.

Teacher Shortage:
Additional Legislative Efforts are Needed

- **Tuition and other expense reimbursement for current college students** who make a commitment to pursue teaching.

- **Loan forgiveness for current teachers** who are working to pay off college loans.

- If we expect a major commitment from a wave of young people as our next generation of educators in our great state, we need to provide support to these young people, both to recruit and retain them in the teaching profession.

- **Scholarships for high school seniors** who aspire to and commit to a career in teaching.
  - States as close as Indiana have these sorts of programs. We should as well.

- **Reviving and strengthening the teacher preparation pipeline** in the Upper Peninsula and northern Lower Peninsula.

Teacher Shortage:
Additional Legislative Efforts are Needed

- Supporting the **mentoring of new teachers**.
  - Provision of grants to local education agencies (LEAs) to provide stipends to teacher mentors and development of mentor training.

Teacher Shortage:
Additional Legislative Efforts are Needed

- Easing restrictions on **accepting teacher licenses from other states** to help recruit and retain quality teachers in Michigan. 1,160 out-of-state certificates issued in 2019-20.

- Michigan offers two types of certification to teachers from out-of-state who wish to teach in a Michigan classroom.

- Supporting entry to the profession for individuals who completed preparation programs but did not obtain a credential.

- Expanding eligibility for Child Development and Care reimbursement to individuals enrolled in teacher preparation programs.

- Providing tuition reimbursement for the legislatively required reading course.

Teacher Shortage:
Additional Legislative Efforts are Needed

- Program evaluation to assess the impact of programs and report evidence of success to the legislature and stakeholders.

- Additional grants to districts to develop programs for working with students in grades 6-12 who have an interest in teaching.

- Stipends to student teachers to help defray their living costs during student teaching.

- There is a **rising bipartisan consciousness** of the existence of the teacher shortage across the state and country.

- With this raised consciousness needs to come a raised understanding—on both sides of the aisle—of the **need to help fund efforts to recruit and retain teachers** to this hugely important profession.

- We need to reinvest in and rebuild the teaching profession. We need a $300 million-$500 million investment to help support recruitment and retention initiatives. We can't build a better past, but we can sure build a better future. It's time to do so….now!

Thank you for your leadership and partnership!